

PROTECT & RESPECT

CRIME PREVENTION CURRICULUM

Office of the Secretary of Public Safety

Richmond, Virginia

JUNE 2005

PROTECT & RESPECT

Background

Protect & Respect is a program designed to strengthen the personal safety of older Virginians by developing innovative and intergenerational crime prevention strategies in conjunction with law enforcement professionals. This program complements existing efforts by organizations such as the Virginia Department for the Aging, the 25 Statewide Area Agencies on Aging and the TRIAD partnerships. Major program components are:

Statewide Needs Assessment: A statewide safety and crime prevention needs assessment has been conducted to guide the development of these Protect & Respect Public Safety Training Institute curriculum modules.

Public Safety Training Institutes: These skill-building workshops for older Virginians will operate as a customizable series of traveling Senior Public Safety Institutes involving crime prevention officers from the Virginia State Police and other public safety experts. Seniors will learn practical skills for improving their safety in physical environments such as their homes and vehicles, as well as on the Internet.

Intergenerational Grants: Each year, community-based, faith-based, law enforcement, school-affiliated and senior service organizations are awarded grants to support projects that involve youth working together with seniors to improve the overall safety environment for both. Intergenerational mentoring projects and youth crime prevention projects also are funded. This component of Protect & Respect is conducted in conjunction with Virginia Commonwealth University's Center for School-Community Collaboration.

Outcomes Evaluation: A comprehensive cross-site evaluation of intergenerational projects is used to yield findings about both program implementation and outcomes. Evaluation of the Public Safety Training Institutes reveals whether training has been responsive to identified needs and achieves stated learning objectives.

PROTECT & RESPECT

CRIME AND SAFETY NEEDS ASSESSMENT HIGHLIGHTS

Background

The goal of the ***Protect & Respect Crime and Safety Needs Assessment*** was to identify key crime and safety issues affecting older Virginians and to use these findings to develop the Public Safety Training Institutes. These training seminars, conducted throughout the Commonwealth, teach seniors practical skills for improving their personal safety and reducing the likelihood of becoming victims of crime.

The Protect & Respect needs assessment involved the analysis of crime and safety data, surveys of Area Agencies on Aging Directors, interviews with Virginia State Police Crime Prevention Specialists and other experts. Additional sources of information for the needs assessment included the Virginia Departments of State Police, Fire Programs, Emergency Management, Motor Vehicles, Social Services, Criminal Justice Services, Aging, the Virginia TRIAD Program and the AARP (formerly the American Association of Retired Persons).

The *Protect & Respect Crime and Safety Needs Assessment* summarizes findings about crime and safety issues in Virginia based on analyses of crime statistics and surveys in addition to describing current and recommended resources and responses. It concludes with implications of findings for the ongoing development of Public Safety Institute lesson plans. The full report can be accessed online at **www.gosap.governor.virginia.gov**

Key Findings

Crimes Against Older Virginians

The primary types of offenses against older Virginians were destruction of property and “all other thefts.” Destruction of property typically involves vandalism or other damage to property. “All other thefts” typically are thefts from fenced enclosures or theft of animals, lawnmowers, lawn furniture, hand tools, and farm and construction equipment. In addition to destruction of property and “all other thefts,” the “top 10” offenses against older Virginians include burglary/breaking and entering, theft from a building, theft from a motor vehicle, motor vehicle theft and physical assault.

According to Area Agency on Aging (AAA) Directors and Virginia State Police Crime Prevention Specialists, the crimes most affecting older Virginians are frauds and scams, including variations of the following:

- Telemarketing calls (and, more recently, online offers) involving prizes, magazine subscriptions, insurance/burial plans, “investments,” or fund-raising for phony charities. In such calls, personal information (e.g., credit card or bank account numbers) is sought and later misused.
- Home repair scams perpetrated by people posing as contractors who promise to do home repairs or driveway paving, collect a down payment and then fail to do the work, or complete inferior work at inflated costs.
- Financial exploitation by service providers, family members or other caretakers, ranging from charging exorbitant fees for transportation or other chores, and making

unauthorized use of credit/ATM cards to using a senior's credit to purchase vehicles and even property.

The views represented in the needs assessment are supported by national statistics. While those aged 60 and over make up 15 percent of the national population, a full 30 percent of all cases of fraud are committed against them (Bureau of Justice Statistics, 2000). Older Virginians are much *less likely* than younger persons to be victims of violence and personal property crimes. According to a Bureau of Justice Statistics report (Klaus, 2000), "persons age 65 or older experienced less violence and fewer property crimes than younger persons."

"The fear of crime impacts and restricts far more seniors than does crime itself."

A Virginia Area Agency
on Aging Director

Despite these statistics, ***it is widely recognized that the fear of crime has a significant negative impact on seniors.*** As one AAA Director stated, "The fear of crime impacts and restricts far more seniors than does crime itself."

Safety Issues

According to the Virginia Department of Fire Programs, 203 Virginians aged 65 and older died in 1998 as a result of falls. Fire deaths in the same age group totaled 31. Sixty-six percent of all injury-related hospitalizations were due to falls, and 21 percent of all injury-related hospitalizations were due to fires.

Senior citizens aged 65 and older and children under the age of 5 have the greatest risk of fire death. The fire death risk among seniors over 65 is more than double; for those over 75 it is triple; and for those over 85 it is three-and-a-half times the risk posed to the average population. Smoking in bed and misusing space heaters are the leading causes of fire deaths for senior citizens. Among the reasons cited for this elevated risk are that many seniors live alone, some have physical conditions or take medications that may affect their ability to respond, and many are unaware of what to do when a fire erupts.

The safety of older Virginians also is of particular concern to the Department of Emergency Management (VDEM). Physical limitations and medical conditions affecting many older Virginians create special challenges in circumstances requiring evacuation and/or emergency sheltering. VDEM offers a broad range of training, covering, among other topics the Disaster Related Needs of Seniors and Persons with Disabilities. The newly released publication from the Federal Emergency Management Agency, ***Are You Ready? A Guide to Citizen Preparedness***, contains information about emergency planning for people with special needs.

According to the Virginia Department of Motor Vehicles (DMV), older drivers have higher rates of fatal crashes per miles driven than all but the youngest drivers. Furthermore the DMV reports that multiple-vehicle crashes at intersections increase markedly with age. When injured in a crash, older people are more susceptible than younger ones to suffer medical complications and more likely to die from their injuries. In the year 2000, 181,000 older individuals sustained injuries in traffic crashes, accounting for 6 percent of all those injured in traffic accidents within the U.S. during that year. Those injuries to older individuals made up 13 percent of all traffic fatalities and 17 percent of all pedestrian fatalities. (National Highway Traffic Safety Administration, 2002). DMV offers informational materials, including fact

sheets, checklists and safety tips for mature drivers. In addition it offers approved accident prevention courses designed for mature drivers, made available by the American Automobile Association and the AARP, which also sponsors the “55 Alive” program.

Resources and Responses to Crime and Safety Concerns

Many resources and responses to address crime and safety issues affecting older Virginians were reported. Several statewide initiatives will briefly be described here. Following descriptions of statewide initiatives, examples of additional resources and responses reported by survey respondents, and other knowledgeable informants, are listed.

Statewide Initiatives

The Center for Elder Rights

The Center for Elder Rights serves as the single point of contact for providing legal, consumer, aging and long-term care information and assistance to older Virginians and their families. Both informational materials and presentations are provided on fraud, consumer issues and the abuse of elders and on consumer issues. The National Consumer Protection Technical Assistance Resource Center, part of the Center for Elder Rights, helps older persons, particularly those in rural and isolated communities, become health conscious consumers through education, information sharing and one-to-one counseling. Operation Red Flag focuses on the prevention of Medicare and Medicaid fraud. The Long-Term Care Ombudsman Program provides advocates for older persons receiving long-term care in nursing homes and assisted-living facilities, or through community-based services to persons living at home. Ombudsmen in local Area Agencies on Aging regularly provide information and presentations, particularly related to elder abuse.

Home Safe Home, Virginia!

Three Virginia state agencies (Virginia Department of Health, Virginia Department for the Aging, and Virginia Department of Fire Programs) are working together to help lower the number of injuries and deaths caused by falls and fires among older Virginians.

This is a three-year program funded by the U.S. Centers for Disease Control, which provides grant awards to selected local Area Agencies on Aging that will manage and coordinate the program at the community level. The program provides household safety assessments, home fire and fall safety education, and it provides for the installation of home safety devices, such as smoke alarms, nightlights and bathtub mats. The program reaches thousands of citizens across the Commonwealth each year.

TRIAD

TRIAD is a partnership that involves local sheriffs and police chiefs working with older citizens, or senior service providers, to reduce criminal victimization and enhance the delivery of law enforcement services to seniors. TRIAD enables the exchange of information between local law enforcement officials and resident seniors. Efforts focus on reducing the fear of crime and improving the quality of life for older Virginians. Each TRIAD is designed to meet the needs of seniors in the community and is guided by an advisory council, called S.A.L.T. (Seniors And Law Enforcement Together), that meets monthly to plan special

events. More than 115 cities, counties and towns in Virginia have signed TRIAD agreements. Local TRIADs vary greatly in their size and range of activities.

Strengthening Crime Prevention and Safety Promotion Efforts

The Crime and Safety Needs Assessment revealed the need for more crime prevention, safety promotion, public awareness and education. Many needs assessment respondents – who described creative, collaborative activities undertaken in various communities – cited the need for such activities to reach a greater number of older Virginians and their families in additional localities. The limited time available to many law enforcement officers for crime prevention work constrains the growth of such efforts. Among suggestions for strengthening these efforts were:

- Additional public awareness and media exposure for fire and crime prevention information; better use of media to communicate such messages.
- Greater emphasis on educating family members, caretakers and health care professionals who may be in a position to identify and help remedy a safety or security problem.
- Special emphasis on targeting foreign-born citizens, who often have language barriers and may not view the police as a positive resource.
- Greater involvement of churches in education and outreach efforts.

Implications for Public Safety Institutes

Need for Public Safety Institutes

The growing population of older Virginians supports the need for increased crime prevention and safety promotion activities targeting their population. It is projected that the population of Virginians aged 60 and over will grow from about 15 percent now to 25 percent or more by 2025, and the number of Virginians age 85 and older will increase at a rate five times faster than Virginia's total population growth rate.

Use of Local and Regional Collaborative Approaches

Numerous local, small-scale crime prevention and safety promotion activities were identified through the Protect & Respect needs assessment, as were project models and resources. Those consistently deemed most effective resulted from collaborative planning and implementation. These findings support the recommendation that Public Safety Institutes should be planned and implemented as collaborative initiatives involving law enforcement and other public safety professionals, in collaboration with Area Agencies on Aging, other local organizations and older citizens' groups.

Content of Public Safety Institutes

The content of individual Public Safety Institutes should be designed to be responsive to concerns of older Virginians in the locality/region being served, addressing not only documented crime, but also the fear of crime that clearly impacts a greater number of older Virginians than does crime itself. The needs assessment underscored the unmet need for prevention education and activities in the following content areas:

- Frauds and scams
- Identity theft
- Home security
- Neighborhood watch
- Personal safety
- Banking and electronic security
- Fire prevention
- Fall prevention
- Emergency preparedness
- Mature driver information
- Travel safety

Target of Crime Prevention and Safety Promotion Efforts

The needs assessment provided evidence of the need to target not only older Virginians, but also their families and caretakers, who often are strategically positioned to assist in implementing crime prevention and safety measures. Additionally, the involvement of youth in crime prevention and safety promotion was strongly endorsed by needs assessment respondents who identified numerous ways to engage them.



STRATEGIES FOR PLANNING PUBLIC SAFETY INSTITUTES

Get to Know Your Partners

Area Agencies on Aging

Contact the Area Agency on Aging that serves the community where the public safety institutes/presentations will be held. A network of 25 local area agencies plans, coordinates and administers services for older Virginians at the community level. They will have lists of senior organizations and agencies that serve seniors. To identify the Area Agency on Aging serving specific localities, visit the Virginia Department for the Aging website at (www.aging.state.va.us).

Virginia Department of Emergency Management (www.vaemergency.com)

Training that focuses on emergency preparedness and/or response should involve representatives of the Department of Emergency Management who can provide training in the areas of emergency management, hazardous materials response and search and rescue. Make a special request for a Protect & Respect expert in these subject areas by contacting the Crime Prevention Officer at Virginia State Police headquarters.

Virginia Department of Fire Programs (www.vdftp.state.va.us)

Training that focuses on fire and life safety education, or fall safety, should involve representatives of the Department of Fire Programs. Make a special request for a Protect & Respect expert in these subject areas by contacting the Crime Prevention Officer at Virginia State Police headquarters.

Identify What Concerns Seniors

Ask questions about what crime and safety issues seniors are concerned about in the community where the public safety institutes/presentations will be held. Lesson titles and descriptions might be shared with senior leaders/presentation organizers as part of the process of identifying which lessons will best address the primary concerns of participants.

Examine the Available Facts

In planning local Public Safety Institutes/presentations, examine local crime statistics to identify the types of crimes affecting older citizens. Local law enforcement officers may also have valuable information about patterns of senior victimization.

Identify Related Resources

Public Safety Institutes/presentations are most effective when they not only educate participants, but also help seniors access self-help resources that can assist them. As part of the Public Safety Institute/presentation planning process, become familiar with key agencies and organizations that can assist seniors in the specialized areas identified.

Some Reasons Why Cons Target Seniors

Accessibility

Because seniors often are retired or suffering from physical problems, they are the group of people most likely to be at home during the day, when telemarketer's call on the phone or door-to-door salespeople visit.

Isolation

Isolation is an increasingly sad fact of life for seniors. Loneliness can sometimes cause them to reach out to telemarketers for "someone to talk to," and thus lay the groundwork for being conned. Furthermore, seniors may not have regular contact with relatives and friends with whom they can discuss prospective investment options or financial affairs. They often have no one they can trust to double-check their financial affairs.

Con artists prey on vulnerability and loneliness and as a result may spend hours talking to prospective victims. At first, they try to get a small contribution to establish a trusting relationship with the elderly person. They may even seek to substitute their guidance for that of distant family members or friends.

Declining Health

The declining health that comes with age makes it difficult for some seniors to leave their homes, and it deprives them of their ability to perform even simple household repairs. This can make the con artist's phony offer of chores performed by a traveling company or workman very difficult to resist. Declining mental health due to Alzheimer's disease, or another form of dementia, may make it difficult for seniors to remember whether they agreed to make a particular investment or to send a check for a special cause.

Money

Cons target seniors because they believe seniors have an available and large supply of money from their life's savings, or alternatively, that they own valuable property.

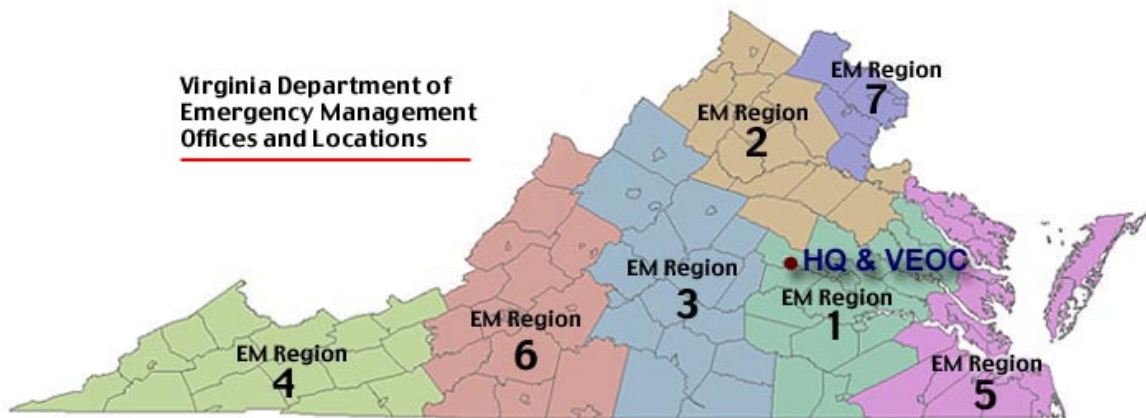
Investment schemes may appear particularly tempting to seniors because they frequently are living on a fixed income, but would like to make more money for their future security.

KEY RESOURCES FOR OLDER VIRGINIANS

Public Safety Partners

Virginia Department of Emergency Management

10501 Trade Court
Richmond, VA 23236
TELEPHONE: (804) 897-6500 FAX: (804) 897-6506
WEB SITE: www.vaemergency.com



The Virginia Department of Emergency Management (VDEM) is a state agency that works closely with state and local agencies and organizations to ensure a comprehensive, efficient and effective response to emergencies and disasters throughout Virginia. VDEM protects the lives and property of Virginia's citizens from the effects of emergencies and disasters by coordinating the state's emergency preparedness, mitigation, response and recovery efforts.

VDEM is headquartered in Richmond, Virginia, with administrative offices at Trade Court and the state Emergency Operations Center located off site on the grounds of the Virginia State Police headquarters. VDEM's regional coordinators also maintain offices within their territories to serve as a base of operations for Local Support Services Division staff.

Region I – Richmond
10501 Trade Court
Richmond, VA 23236

Region II – Culpeper
P.O. Box 1386
Culpeper, VA 22701

Region III – Central Virginia
P.O. Box 693
Farmville, VA 23901

Region IV – Southwest
P.O. Box 1530
Pulaski, VA 24301

Region V – Tidewater
P.O. Box 1847
Gloucester, VA 23061

Region VI – Roanoke Area
P.O. Box 1530
Pulaski, VA 24301

Region VII – Northern Virginia
13901 Crown Court
Woodbridge, VA 22193

Services Available

VDEM provides resources and expertise in the following four major areas:

- **Preparedness:** VDEM develops and maintains state emergency plans as blueprints for response to a variety of scenarios and assists communities in developing localized emergency response plans. Training programs also are available in the areas of emergency management, hazardous materials response and search and rescue.
- **Response:** VDEM assists local governments that need responses to emergency situations in their localities.
- **Recovery:** VDEM works with the Federal Emergency Management Agency to coordinate and administer federal disaster relief programs. In most instances, the federal government pays 75 percent of the cost and the state pays for 25 percent of the cost.
- **Mitigation:** VDEM works with local jurisdictions to assist them in designing effective long-range mitigation plans that address hazards specific to their communities.

Virginia Department of Fire Programs

101 N. 14th Street, 18th Floor
 Richmond, VA 23219-3684
 Phone: (804) 371-0220 / FAX: (804) 371-0219
 E-mail: vdftp.mail@vdftp.state.va.us
 WEB SITE: www.vdftp.state.va.us

The Virginia Department of Fire Programs is a state agency that works closely with other state and local agencies and organizations to provide fire and emergency services support for communities throughout Virginia.

Division 1 Office - Glen Allen

1003 Technology Park Drive
 Glen Allen, VA 23059-4500
 Temporary Phone Number: (804) 371-3415
 Fax: (804) 371-3675
 E-mail: area1@vdftp.state.va.us

Division 2 Office - Orange

205 Caroline Street
 P.O. Box 47
 Orange, VA 22960
 Phone: (540) 672-1277 Fax: (540) 672-1560
 E-mail: area2@vdftp.state.va.us

Division 3 Office - Farmville

Mailing Address
 P.O. Box N
 Farmville, Virginia 23901
 Physical Address
 124 S. South Street
 Farmville, VA 23901
 Phone: (434) 392-3277 Fax: (434) 392-3249

Division 4 Office - Marion

Grey Rock Plaza
 945 H North Main Street
 Marion, VA 24354
 Phone: (276) 783-1446 Fax: (276) 783-1842
 E-mail: area3@vdftp.state.va.us

Division 5 Office - Hampton

1300 Thomas Street, Room 216
 Hampton, VA 23669
 Phone: (757) 727-4700 Fax: (757) 727-4704
 E-mail: area5@vdftp.state.va.us

Division 6 Office - Roanoke

6746 Thirlane Road
 Roanoke, VA 24019
 Phone: (540) 561-7460 Fax: (540) 561-7544
 E-mail: area4@vdftp.state.va.us

Services Available:

- Funding – Financial assistance to communities and other organizations.
- Professional Development - Comprehensive, nationally-accredited training programs for career and volunteer emergency responders.
- Higher education opportunities for fire safety professionals.
- Public Fire and Life Safety Education.
- Research – Data collection, analysis, and information reporting.
- Operational Support – To communities in need during emergencies of all types.
- Advocacy – Information, identification and promotion of best practices.
- Technical Assistance – Subject matter expertise and consultation.

Virginia State Police

P.O. Box 27472
Richmond, VA 23261
24-Hour Telephone: (804) 674-2000
Crime Prevention
TELEPHONE: (804) 674-4632
FAX: (804) 674-2132
WEB SITE: www.vsp.state.va.us/

The Virginia State Police's *Crush Crime* effort involves more than 125 specially trained state troopers who work on crime prevention issues with citizens, civic groups and governmental agencies.

The *Crush Crime* campaign aims to:

- Educate the public and reduce crime through law enforcement and environmental changes.
- Secure homes, schools, roadways, places of worship and businesses.
- Give potential criminals other alternatives.

To attain these goals, the Virginia State Police employed "*Crime Prevention Through Environmental Design*" techniques to assess the environment of specific high-crime areas, such as rest areas along the interstates, convenience stores and interstate highways, while developing solutions to prevent crime. Programs such as Road Watch, the Convenience Store Watch, the Rest Area Watch, Church Watch, trooper-conducted workshops and a safety-collaboration with the U.S. Navy are key components of the *Crush Crime* campaign.

Virginia Agencies and Organizations

Adult Protective Services (Virginia)

(888) 83-ADULT

Adult Protective Services (APS) investigates reports of abuse, neglect and exploitation of adults more than 60 years of age and incapacitated adults more than 18 years of age. APS provides assistance when persons are found to be in need of protective services. APS attempts to provide assistance with the least disruption to lifestyle and with full due process, protection, and restoration of the person's liberty in the shortest possible period of time. APS seeks to achieve simultaneously, and in order of importance: freedom, safety, minimal lifestyle disruption and least-restrictive care.

Area Agencies on Aging:

This network of 25 local agencies plans, coordinates and administers services at the community level. A board of local citizens advises each area agency to meet the special needs of older persons within a targeted geographic region.

To identify the Area Agency on Aging serving a specific locality, contact:

Virginia Department for the Aging
1600 Forest Avenue, Suite 102
Richmond, VA 23229
TELEPHONE & TTY: (804)662-9333
FAX: (804) 662-9354
TOLL-FREE: (800) 552-3402
E-MAIL: aging@vda.state.va.us
State Long-Term Care Ombudsman: (800) 552-3402
WEB SITE: www.aging.state.va.us

Better Business Bureau (Virginia)

Elder Fraud Hotline
(804) 780-2222

Better Business Bureaus (BBBs) are non-profit organizations supported primarily by local business members. The focus of BBB activities is to promote an ethical marketplace by encouraging honest advertising and selling practices, and by providing alternative dispute resolution. BBBs offer a variety of consumer services. For example, they provide consumer education materials; answer consumer questions; provide information about a business, particularly whether or not there are unanswered or unsettled complaints or other marketplace problems; help resolve buyer/seller complaints against a business, including mediation and arbitration services; and provide information about charities and other organizations that seek public donations.

Better Business Bureau
4200 Wilson Blvd., Suite 800
Arlington, VA 22203-1617
(703) 525-8277
Web site: <http://www.bbb.org>

Better Business Bureau
586 Virginian Drive
Norfolk, VA 23505
(757) 531-1300
Fax: (757) 531-1388
E-mail: info@hamptonroadsbbb.org
Web site: www.norfolk.bbb.org

Better Business Bureau
701 East Franklin, Suite 712
Richmond, VA 23219-2332
(804) 648-0016
Fax: (804) 648-3115
E-mail: info@richmond.bbb.org
Web site: www.richmond.bbb.org

Better Business Bureau
31 West Campbell Ave.
Roanoke, VA 24011-1301
(540) 342-3455
Fax: (540) 345-2289
E-mail: info@roanoke.vabbb.org
Web site: www.vabbb.org

The BBB's Elder Fraud Program is intended to help seniors recognize and resist fraudulent offerings and possible scams. Goals are:

- To provide ongoing consumer and community awareness for the prevention of elder fraud.
- To assist and advise the elderly in business rights and practices.
- To work closely with the many different agencies, senior centers, and businesses that serve the elderly population.

Center for Elder Rights (Virginia)

Toll-free number: (800) 552-3402
<http://www.aging.state.va.us/center.htm>

The Center for Elder Rights, within the Virginia Department for the Aging, consolidates a variety of legal, consumer, aging and long-term care information and assistance for older Virginians and their families. The Department's well-publicized, toll-free information number is an elder rights information line for nationwide access to the Center's services. The Center for Elder Rights provides:

- Counseling about Medicare, Medicaid and other health insurances.
- Counseling on pensions and retirement benefits.
- A public guardianship program for indigent and incapacitated people who have no other person suitable to serve as a guardian.
- A National Resource Center to develop strategies for educating rural and geographically isolated older citizens and their families about fraud, waste, and abuse in the Medicare and Medicaid programs.

- An ombudsman program to resolve problems encountered in long-term care facilities and community-based programs serving older Virginians.
- An attorney who prepares public and professional information, education and training materials, and who oversees legal services provided by Virginia's Area Agencies on Aging.
- A registry of more than 100 attorneys from across the Commonwealth who can provide legal services to indigent and low-income older Virginians.
- Staff who can provide information, guidance and counseling on a variety of aging and long-term care issues.
- Partnerships with other organizations to ensure the rights of older Virginians.

Medicaid Fraud Control Unit (Virginia)

(800) 371-0824

The Virginia Medicaid Fraud Control Unit (MFCU), part of the Office of the Attorney General, investigates and prosecutes insurance fraud committed against the federally-funded Medicaid program for indigent health services. The Virginia MFCU works regularly with all federal and state law enforcement agencies, as well as private insurance companies operating within Virginia. When a particular healthcare provider is defrauding Medicaid, it usually is defrauding the private insurer as well. To report a suspected case of Medicaid fraud, or for related inquiries, call (800) 371-0824.

TRIAD

Office of the Attorney General
900 East Main Street
Richmond, VA 23219
TELEPHONE: (804) 371-2416
FAX: (804) 692-0689
E-MAIL: mail@oag.state.va.us

TRIAD groups work to keep older Virginians informed of their rights. This is a program that unites the local sheriffs, police chiefs and the AARP to protect the elderly population. A major purpose of TRIAD is to develop, expand and implement effective crime prevention and education programs for older Virginians. TRIADs work at the local level to provide an active exchange of information between local law enforcement officials and seniors.

Virginia Office of Consumer Affairs (OCA)

1100 Bank Street, Suite 101
Richmond, VA 23219
TOLL-FREE: (800) 552-9963
TELEPHONE: (804) 786-2042
FAX: (804) 371-7479
WEB SITE: www.vdacs.virginia.gov/consumers/index.html

The Virginia Office of Consumer Affairs provides protection to consumers against fraudulent, deceptive and illegal practices in the marketplace. The office is authorized by law to serve as the central clearinghouse for the collection, evaluation, investigation or referral of consumer complaints.

OCA services include:

- Investigating consumer complaints.
- Regulating Virginia health spas, travel clubs, credit service businesses, extended service contracts, membership campgrounds, charities, professional solicitors and cemeteries.
- Educating consumers by providing them with the information they need to make informed decisions about their rights and responsibilities.
- Alerting the public to consumer fraud.
- Investigating violations of the Consumer Protection Act.
- Being particularly sensitive to fraud that targets senior Virginians and the economically disadvantaged.

- Responding to consumer telephone inquiries received daily on a toll-free hotline: (800) 552-9963, or (804) 786-2042, Mondays through Fridays from 8:15 a.m. until 5 p.m.

Federal Agencies

Federal Consumer Information Center

Department WWW
Pueblo, CO 81009
TOLL-FREE: (888) 8-PUEBLO
FAX: (719) 948-9724
WEB SITE: www.pueblo.gov

Services Available:

The Federal Consumer Information Center (FCIC) is a trusted one-stop source for answers to questions about consumer problems and government services. Information is distributed through printed publications and FCIC's toll-free National Contact Center.

Social Security Administration

Social Security Administration
Office of Public Inquiries
6401 Security Blvd.
Room 4-C-5 Annex
Baltimore, MD 21235-6401
INFO LINE TELEPHONE: (800) 772-1213
TTY: (800) 325-0778
WEB SITE: www.ssa.gov
EMAIL: webmaster@ssa.gov

United States Department of Justice, Internet Fraud Program (www.Internetfraud.usdoj.gov/)

The Internet Fraud Initiative is a national initiative sponsored by the U.S. Department of Justice to provide a comprehensive approach to combating Internet fraud. The Initiative has six main elements:

- (1) Developing information on the nature and scope of the problem, through coordination with the Federal Trade Commission's Internet fraud data, and exploring the development of methods for reliable estimates of the prevalence and incidence of Internet fraud.
- (2) Developing and providing specific joint training for prosecutors and agents on Internet fraud through National Advocacy Center training at basic and advanced levels, other federal law enforcement training programs, and coordination with joint training efforts by the National Association of Attorneys General and the American Prosecutors Research Institute for state and local law enforcement.
- (3) Fostering the development of investigative and analytical resources to identify and investigate Internet-related fraud schemes by supporting joint FBI-National White Collar Crime Center's efforts to establish the Internet Fraud Complaint Center, and by forging closer ties and establishing referral procedures with other federal agencies.
- (4) Providing and facilitating coordination in Internet fraud investigations and prosecutions among federal prosecutors, the Department of Justice and other federal, state, local and foreign law enforcement and regulatory agencies.

(5) Supporting and advising on Internet fraud prosecutions throughout the country.

(6) Establishing a program of public education and Internet fraud prevention, to include encouraging the private sector to use technological solutions (such as biometrics) to prevent frauds, adding Internet fraud pages to the Department's Web site and expanding public-private prevention efforts.

The Internet Fraud Complaint Center (IFCC) is a joint project between the FBI and the National White Collar Crime Center. The IFCC's key functions for federal, state and local law enforcement agencies will be (1) receiving online complaints, (2) analyzing them to identify particular schemes and general crime trends in Internet fraud, and (3) compiling and referring potential Internet fraud schemes to law enforcement. In addition to FBI and NWCCC personnel, the IFCC includes agents and analysts detailed from the Internal Revenue Service and Postal Inspection Service.

Federal Trade Commission **(www.ftc.gov)**

The Federal Trade Commission's Consumer Protection Program uses education as a key tool to prevent consumer injury. Publications are available on the following topics, that can be downloaded at www.ftc.gov/ftc/consumer.htm:



| | |
|------------------------------------|-----------------------------------|
| Automobiles | Investments |
| Credit | Privacy |
| Diet, Health & Fitness | Products & Services |
| E-Commerce & the Internet | Scholarship & Employment Services |
| Energy & Environment | Telemarketing |
| Franchise & Business Opportunities | Telephone Services |
| At Home | Tobacco |
| Identity Theft | Travel |

National Organizations

AARP (formerly the American Association of Retired Persons)
(www.aarp.org)

AARP is a non-profit membership organization dedicated to addressing the needs and interests of persons 50 and older. Through information and education, advocacy and service, AARP seeks to enhance the quality of life for all by promoting independence, dignity and purpose. AARP advocates on behalf of people 50 and older for such as ensuring the long-term solvency of Social Security, protecting pensions, fighting age discrimination, improving prescription drug coverage in Medicare, promoting patient protections in managed care and long-term care, opposing anti-predatory home loan lending and advocating for other protections for older consumers.

National Consumers League **(www.nclnet.org)**

The National Consumers League (NCL) is a private, non-profit advocacy group representing consumers regarding marketplace and workplace issues. The organization's mission is to identify, protect, represent and advance the economic and social interests of consumers and workers. NCL provides government, businesses and other organizations with the consumer's perspective on such concerns as child labor, privacy, food safety and medication information.

The National Consumer League's Internet Fraud Watch contains prevention tips available on the following topics, that can be downloaded at <http://nclnet.org/pressroom/03intfraudstats.htm>:

Auctions
General Merchandise
Nigerian Money Offers
Information/Adult Services
Internet Access Services

Computer Equipment/Software
Work-at-Home Plans
Lotteries
Fake Checks
Advance Fee Loans

National Fraud Information Center

www.fraud.org

(800) 876-7060

The NFIC is the only nationwide toll-free hotline for consumers to get advice about telephone solicitations and report possible telemarketing fraud to law enforcement agencies. In 1996, the Internet Fraud Watch was created, enabling the NFIC to offer consumers advice about promotions in cyberspace and route to reports of suspected online and Internet fraud to the appropriate government agencies.



Overview of Public Safety Training Modules

Instructional Design

These Public Safety Training Modules are designed to be taught within a 35 to 40 minute time frame, with an additional 10 to 15 minute question, answer and discussion period. Instructors may choose to solicit and respond to questions and allow brief discussion during the presentation of content, but must guard against going too far “off track” or running out of time to present the entire lesson content.

The modules are designed to be used flexibly and may be taught as single lessons or as a series of lessons making up a half-day, full-day, or multi-day Public Safety Institute. To be considered a Public Safety Institute, at least four (4) lessons must be offered on consecutive days, i.e., a week of one (1)-hour lunch sessions, one (1) half-day/four (4)-hour session, etc.

Overview of Lessons

| Lesson Title | Description |
|---|--|
| 1. Spotting a Con | Provides a general overview of typical cons targeting older people and strategies for self-protection. |
| 2. Protecting Yourself from Telemarketing Fraud | Focuses on telemarketing, including signs of fraudulent appeals, and teaches strategies for self-protection. |
| 3. Preventing Charity Fraud | Provides strategies and resources for evaluating charities and tips for safe giving. |
| 4. Real Estate Fraud | Focuses on real estate fraud, including foreclosure bailout, home equity and home renovation fraud, rental fraud and deceptive timeshares. |
| 5. Identity Theft | Focuses on methods used to steal an identity and strategies for promoting self-protection. |
| 6. Protecting Your Privacy | Provides strategies for protecting your privacy when using passwords, Automated Teller Machines (ATMs) and credit cards, or while shopping online. |
| 7. Banking and Credit Card Security | Focuses on protecting access to private financial information when banking or using ATMs and credit cards. |
| 8. ATM Crime Prevention | Focuses on the use of Automated Teller Machines with emphasis on personal safety considerations. |

| Lesson Title | Description |
|--|--|
| 9. Internet Crime Prevention | Provides a general overview of common Internet crimes, including exploitation, fraud, scams, pyramid schemes and online auctions with general strategies for prevention. |
| 10. Safe Online Shopping | Focuses on basic precautions for protecting privacy and preventing fraud while shopping online. |
| 11. Preventing Online Auction Fraud | Focuses on online auctions – how they operate, how fraud occurs, strategies for preventing and for reporting fraud. |
| 12. Senior Safety | Provides a general overview of senior safety including common sense tips on personal safety while out and about, home safety and security and protection against frauds and scams. |
| 13. Home Security | Provides an overview of strategies for making a home safer, including locks, alarms, lighting strategies and more. |
| 14. Lock Crime Out of Your Home | Provides a more in-depth look at home security, focusing on doors, windows and lighting. |
| 15. Apartment Home Security | Provides a general overview of security considerations for apartment dwellers. |
| 16. Rural Security | Focuses on the unique crime problems of rural communities and key strategies for reducing them. |
| 17. Personal Safety | Provides tips to avoid becoming a victim of crime when out and about, or at work. |
| 18. Crime Prevention for People with Disabilities | Provides an overview of crime prevention strategies of particular relevance for people with disabilities. |
| 19. Vacation Security | Provides an overview of vacation security, including tips about what to do before leaving, while on the road, while sightseeing, or at hotels/motels. |
| 20. Recreational Security | Provides an overview of crime prevention strategies while camping and boating, as well as tips for securing recreational equipment. |
| 21. Vehicle Security | Focuses on a broad range of strategies for reducing the risk of vehicle theft. |
| 22. Preventing Staged Collision | Focuses on recognizing and avoiding becoming a victim of a staged collision. |
| 23. Carjacking Prevention | Focuses on strategies for avoiding carjacking. |
| 24. Travel Safety | Provides a general overview of strategies for making travel safer, including home security, travel preparation and safety, and hotel/motel security. |
| 25. Preparedness for Travelers | Focuses on preparing for airline travel with heightened security measures. |
| 26. Terrorism | Focuses on recognizing and reporting suspicious activities associated with terrorism. |
| 27. Neighborhood Watch | Provides an introductory overview of the value of Neighborhood Watch and how to start one. |
| 28. Emergency Preparedness | Provides a basic overview of how to prepare for various types of emergencies. |
| 29. Emergency Preparedness for People With Mobility Problems | Provides an overview of how to prepare for emergencies for people who have difficulty moving about. |

HOW TO TEACH THESE LESSONS

Organization of Lessons

Each lesson includes the following components:

Lesson Purpose

The lesson purpose provides a brief statement of the general purpose of the lesson.

Learning Objectives

The Learning objectives provide specific learning objectives for participants. They define what the instructor wants participants to accomplish as a result of the lesson. The objectives are included in the lesson evaluation.

Materials

PowerPoint presentations and handouts have been developed for each lesson. PowerPoint files are provided on a CD accompanying this curriculum or may be downloaded at www.gosap.governor.virginia.gov. PowerPoint presentations require use of a computer and LCD projector. As an alternative, PowerPoint slides can be printed as transparencies and presented using an overhead projector. Also provided with this curriculum are master copies of handouts that are suitable for duplication. Handouts also may be downloaded at www.gosap.governor.virginia.gov.

Presentation: Identifies the title of the PowerPoint presentation designed to be used to teach the lesson.

Handout(s): Identifies specific handout(s) designed to be used with the lesson.

Supplements: Suggests materials to enrich the lessons.

Related Resources

Lists key sources where additional information or resources can be obtained. Related resources may be useful to either the instructor or to participants who are interested in more in-depth information on a particular topic.

Lesson Plan

For each lesson there is a lesson plan that contains the lesson content, time frames and instructional notes. All lesson plans are organized into four steps:

Step 1. Introduction

This step is intended to create learner interest, curiosity and attention, and to make it clear why the lesson content is important to them. The introduction should entice learners to want to receive new information and to help them understand where the new material fits into the overall scheme of things, as well as how it may be related to previously learned material.

A simple statement can set the stage for the lesson:

“Today, we will be learning how to protect ourselves from con artists who are out to get our money. Cons, scams and fraud disproportionately victimize seniors with false promises of prizes, miracle cures and financial security. Here in (geographic area or locality) we’ve seen (brief statement about a recent, local example of the problem).”

A simple, introductory statement is provided for each lesson. Instructors should further stimulate learner interest by adding a brief statement linking the lesson to local conditions and concerns.

Icebreakers

Depending on the learners, instructors may wish to use a brief icebreaker activity that will allow learners to become acquainted. As icebreakers involve the whole group, they also can build group cohesiveness and provide motivation. Examples of icebreakers include:

- Learners answer a question such as “What do you hope to gain from this lesson?” or “What is one concern you have about crime?” This type of introductory exercise can yield valuable information about audience interests that the instructor can use to respond to specific concerns.
- Learners interview each other, and then each introduces his partner to the class by name and special interest or hobby. This type of icebreaker is more appropriate to audiences whose members are less well-acquainted.

Step 2. Presentation

Here is where the new information, concepts and/or skills are presented in a logical and easy-to-follow flow of information. For each lesson, content is organized in a logical sequence intended to be easy to follow. PowerPoint slides are aligned with content in the sequence outlined.

About Managing Time . . .

Time frames are provided to help the instructor pace the instruction so that the lesson can be completed within the allotted time. All lessons are designed to be delivered within a 50- to 60-minute time frame with 40 to 45 minutes of presentation and practice, in addition to 10 to 15 minutes for Q & A and discussion. Instructors may choose to leave Q & A and discussion to the end of the lesson or to incorporate some Q & A and brief discussion within the presentation and practice period. Experienced instructors typically become skillful in managing the time and the content of discussion to achieve learning objectives, while keeping the lesson interesting and responsive to learners.

Step 3. Practice/Feedback

The Practice/Feedback step provides an opportunity for learners to rehearse the information and skills presented, and for the key learning objectives to be reinforced through feedback to learners. Rehearsal of information helps ensure

that it is retained in short-term memory and finally encoded for storage in long-term memory. Methods used for practice may include demonstration, role play and simulation. Opportunities for practice are a component of each lesson. For additional tips on how to effectively facilitate practice/feedback, see the information on effective instructional communication that follows.

In the lesson plans set forth, practice/feedback is placed as Step 3, following the presentation of content. In practice, an instructor may alternate presentation and practice/feedback, presenting selected content with practice/feedback on that content, then returning to the next section of content. Experienced instructors become skilled in incorporating practice/feedback throughout lessons.

Step 4. Evaluation

An evaluation tool is provided for each lesson. The tools test both the learner performance in achieving the specified learning objectives and provide feedback on effectiveness of the instructor. The process of evaluation is a useful and necessary tool for both the instructor and the learners. With adult learners, the process should be undertaken as a collaborative “check-up” to ensure that learning objectives have been achieved. For the instructor, the evaluation provides the information necessary to determine the degree of instructional success and is useful in planning future lessons. For the learner, evaluation can serve as feedback to assess learning and identify areas for review and/or future study.

TIPS ON MAKING PRESENTATIONS TO OLDER AUDIENCES

General Characteristics of Older Adults

When training older people, it is useful to know characteristics common to many older learners. Keep in mind, however, that all older adults *do not* age the same, and not all characteristics will be seen in all older adults.

While it is important to avoid stereotyping, and to acknowledge wide variations among individuals within a particular age group, researchers have identified certain characteristics which are common among older adults. In general, older adults:

- Bring a lifetime of background, skills and experience to any learning situation. They often define themselves in terms of their experiences, which serve as a rich educational resource.
- Need to integrate new ideas into the body of knowledge they already possess. This integration will take less time if there is some overlap with previous knowledge.
- Learn best when new skills and knowledge can be applied directly to a specific life situation.
- Are motivated to learn as a way of enhancing their self-esteem and self-confidence, while broadening their opportunities for creative expression. Their willingness to learn is directly connected to their ability to be helpful.

- Tend to compensate for being slower in some sensory and psychomotor learning tasks by being more accurate and by taking fewer risks.
- Bring values, beliefs and ideas to the learning environment that may conflict with some contemporary views. It is important to recognize a variety of values as valid and appropriate for discussion.

| Older Adult Learner Characteristics | Teaching Strategies |
|---|---|
| Adults have years of experience and a wealth of knowledge. | Use your adult participants as resources for yourself and for other participants; use open-ended questions to draw out participants' knowledge and experiences; provide many opportunities for dialogue among participants. |
| Adults have established values, beliefs and opinions. | Take time to clarify participant expectations of the course; permit debate and the challenge of ideas; be careful to protect minority opinions within the class. |
| Adults expect to be treated as adults. | Treat questions and comments with respect; acknowledge contributions participants make to the class; do not expect participants to necessarily agree with your plan for the course. |
| Adults need to feel self-directed. | Engage participants in designing the learning process; expect participants to want more than one medium for learning and to want control over the learning pace and start/stop times. |
| Adults often have a problem-centered approach to learning. | Show immediately how new knowledge or skills can be applied to current problems or situations; use participatory techniques such as case studies and problem-solving groups. |
| Adults tend to be less interested in survey types of courses and more interested in straightforward how-to lessons. | Focus on theories and concepts within the context of their applications to relevant problems; orient the course content toward direct applications rather than toward theory. |
| Adults have increased variation in learning styles (individual differences among people increase with age). | Use a variety of teaching materials and methods to take into account differences in the style, time, type and pace of learning. |

Environmental Considerations for Instruction of Older Adults

The following suggestions are intended to promote the physical comfort and social ease of older adults in a classroom environment:

- Classes should be conveniently located and accessible to participants. When planning the class schedule, consider transportation factors such as distance, bus timetables, parking and costs.
- Arrange the environment for older adults. Consider classroom accessibility, lighting, room temperature, style of seating, and other physical comfort factors.

- A small class size (12 to 15 participants) will allow the instructor to have personal contact with the participants and support the development of friendships among the trainees.
- The instructor (and any other project administrators) must strive to create and maintain a relaxed and welcoming environment within the classroom and throughout the rest of the training facility.
- A special sensitivity to the *individual* needs of the older participants also is required, especially from the instructor.
- Interaction between the older adult trainees is not a pleasant side-effect; it is critical to the success of the course, and must be an integral part of the instructor's approach to the course material.

Tips for Oral Communication

1. Be friendly and welcoming. Use a calm, conversational tone.
2. Be aware of sensory problems.
 - a. For hearing deficits – speak slowly, distinctly; eliminate background noises.
 - b. For visual deficits – face the audience directly; avoid dim lighting; use large print.
 - c. For memory deficits – ask for questions throughout the presentation; repeat key learning points.
3. Avoid using complicated language, slang and technical jargon. Use concrete words and explain technical terms.
4. Provide the senior enough time to formulate a thoughtful response.
5. Repeat or review key information.
6. Break tasks into basic steps; don't cram too much information into a single presentation.
7. Be attentive to body language, both your own and that of the audience.
8. Supplement oral communication with written handouts.
9. Listen!

Tips for Written Communication

1. Explain unfamiliar words immediately.
2. Use appropriate pronouns to help seniors relate to the information.
3. Choose simple words and sentences.
4. Emphasize key information; use headers, boxes, bold print and bullets.

5. Use simple, realistic graphics.
6. Use 13 or 14 point type; avoiding italics, script and other special effects.
7. Do not write in all capitals.
8. Leave plenty of white space and wide margins.
9. Avoid glossy paper, which can create glare, and avoid printing on dark-colored paper since high contrast aids readability.



Effective Instructional Communication

“Easy Talk”

A technique taught at the National Fire Academy, “easy talk” involves using clear and simple language when explaining something and being as natural as possible in front of a group. Here are some strategies for speaking effectively:

Use easy words and simple sentences

Research shows that learning is faster and retention is longer when high frequency words are used. In general, shorter sentences lead to a clearer meaning. Precise, direct words combined in a clear and logical manner make the best sentences.

Talk to express, not to impress

Adapt your language to the specific technical, intellectual and age levels of the group. Avoid controversial topics, slang or off-color words that may offend some in your audience. When you use language appropriate for your group, they will understand, and you will be able to establish rapport.

Be conversational

By using an easy conversational approach in leading a class, you will encourage your learners to talk with you and with each other. This is highly desirable with adult learners. Avoid a common barrier to learning: one-way communication in which the material is “covered” but little learning actually occurs.

Manage anxiety

You can alleviate, or at least control, your speaking anxiety by 1) planning your presentation and 2) practicing your presentation. Practice sessions will make you more comfortable with the material. If possible, get feedback on your practice from a trusted person to help you improve the presentation. Knowing your audience also is helpful.

Most important, *be yourself*. And remember, the more you speak in front of a group, the easier it will become.

Platform Skills

Effective presentations can be achieved through practicing certain platform skills. The following guidelines will help you instruct more effectively:

Your Voice

Speak in a natural, conversational manner. Your tone should be friendly and sincere. Be conversationally direct, as if you were speaking with one individual. Avoid speaking down to any group. Speak to be understood – audibly and clearly – so that all participants can

hear. Strive for clear projection – not too soft or too loud, but with distinct enunciation. Avoid or minimize verbal interruptions such as “uh,” “er,” “um,” “all right,” “okay,” or “you know.”

A common problem with beginning or nervous speakers is speaking too rapidly. Vary your pace to create interest. Avoid a deadly monotone by varying pitch, rate and emphasis. Brief silences can be effective.

Your Face

Look friendly, interested and confident. Move your head and make eye contact with the audience. Make each person feel that you are speaking to him or her. Avoid staring at one person.

Your Body

If you are standing, move around and do not become frozen to the podium. Maintain good posture. Be relaxed but do not slump. Stand straight but not rigidly. Use appropriate gestures to accentuate major points. Avoid putting your hands in your pockets and fidgeting with objects such as markers or pointers. Try to eliminate distracting mannerisms such as adjusting glasses, pacing, rocking from heel to toe, or swinging a foot, if seated.

Podium/Table

Avoid clinging to, slumping over, or gripping the podium. If the podium is too large or is a distraction, remove it. Do not tap your fingers on the podium or table, particularly if there is a microphone that magnifies every sound.

Listening Skills

Effective listening is as important as effective speaking, and it is an integral part of effective communication. Listening allows learners to absorb information, think and learn. When listening, especially as an instructor, try to focus on understanding what is being said rather than on getting ready to reply, contradict or refute. Avoid a negative response when providing feedback. Here are a few suggestions on how to use good listening skills to communicate effectively as an instructor:

Send Positive Nonverbal Signals

Supportive, interested facial expressions, smiles, nods, etc. will convey to learners that you are listening to what they have to say. Maintaining good eye contact is another sign of interest.

Use Encouraging Verbal Signals

Show interest in what the learner says and express a desire to know more of what they think by making short encouraging remarks, such as “Un huh”; “Tell us more”; “What else?”; and “Then what?”

Restate and Repeat the Ideas or Context

Restatement can serve several purposes. It promotes understanding and acts as an accuracy check. It allows the speaker to hear his or her own ideas expressed again, so that he or she can amend or correct or expand on what was said. It also shows the speaker that you have listened carefully and fully grasped what he or she has stated.

Allow for Learner Reflections

Listening carefully to learners encourages them to speak freely, with positive consequences for you, as well as them. You will be able to check whether or not your learners have understood your instruction. They will be encouraged to continue and further elaborate, analyze, and clarify their thoughts. They will provide you with feedback and reaction that will assist you in recognizing, understanding and accepting their feelings. And each time a learner speaks and reacts in class, others are encouraged to follow suit.

Capitalize Upon Silence

Pauses need not be embarrassing. By not filling the vacuum, you let the speaker know that you are interested in what is being said and expect further response. Silence can be used to organize one's own thoughts.

Remember to Summarize

During and at the end of a discussion, a summary of what has been said can clarify and reinforce information. It also conveys a sense of closure to the discussion or session.

Questioning Skills

Effective questioning is a key instructional skill. Questions are used in training for a variety of reasons, such as arousing curiosity and interest, stimulating discussion, channeling thinking, assisting in determining how well your learners understand the material and encouraging timid learners to express themselves.

Types of Questions

There are several types of questions:

Direct questions are addressed to one specific person, giving that learner the opportunity to express specific information.

Overhead questions are addressed to the entire group and are useful in promoting thinking, starting discussion, and eliciting different opinions. Anyone in the group may respond to an overhead question, but if no one reacts, such an inquiry can easily be converted into a direct question.

Rhetorical questions are addressed to the entire group. These are used to promote thinking and to set a general theme. Such questions are not intended to produce an oral response.

Upon receiving a question from a learner you can turn it into a *relay question* by posing it to another learner. Relay questions can often result in valuable information conveyed from learners.

To be effective, all questions, regardless of type, should be brief and easily understood. Ask questions in a friendly, sincere manner. Avoid asking questions that your learners cannot answer, or ones that are too easy. Avoid asking any question that requires a simple “yes,” “no,” or other one-word response. For example:

Poor question: When in a crowded situation, do you always protect your purse or wallet?

Better question: What are some strategies for protecting your purse or wallet in a crowded situation?

Actively Seek Feedback

In addition to such formal feedback methods as tests and quizzes, learner feedback is important to achieving instructional goals.

The best questions are those that ensure that both communication and understanding have occurred. Here are some strategies for actively seeking learner feedback:

- Involve all learners in your questioning; do not allow a few to monopolize the discussion.
- Allow learners to answer each other’s questions and concerns. An instructor might say, “Is there anyone else who has some insight into that?” or “What does somebody else think?”
- Avoid general requests for questions such as, “Are there any questions?” Ask specific questions requesting feedback, one point at a time, on material covered in the lesson.

Handling Responses

How responses to questions are handled is just as important as how questions are asked. If responses are not handled effectively, an instructor risks alienating a learner – or even the whole class. Here are some strategies for handling responses to questions:

- Promptly acknowledge correct replies.
- Give learners time to rephrase unclear statements.
- When learners answer incorrectly, it is the instructor’s responsibility to lead them to “discover” the correct response.
- Respond tactfully to incorrect responses. Simply thank the individual and ask, “Are there any other opinions on this?”
- If you do not know the answer, be honest. Offer to find the information and get it back to them later on.
- Be patient.

Instructor Self-Evaluation Checklist

At the conclusion of lessons, review the effectiveness of your instruction using the following checklist:

| Instructional Effectiveness Questions | Very Effective | Effective | Needs Improvement | Notes / Improvement Plan |
|---|----------------|-----------|-------------------|--------------------------|
| Communication skills were effective: clear voice, good diction, well-paced delivery, use of appropriate verbal and non-verbal techniques. | | | | |
| Lesson introduction effectively set stage for lesson. | | | | |
| Lesson objectives were made clear to learners. | | | | |
| Delivery of lesson followed lesson plan and effectively used allotted time. | | | | |
| Visual aids were appropriate and used effectively. | | | | |
| Learners were involved through skillful use of direct, thought-provoking questions. | | | | |
| Learners had ample opportunities for practice/feedback. | | | | |
| Lesson was concluded in an organized way with key learning objectives summarized. | | | | |
| Question and answer session effectively responded to all questions and provided opportunity to reinforce key learning points. | | | | |

A Comparison of Teaching Methods

Listed below are selected teaching methods most frequently used in teaching adult learners. Advantages and disadvantages of each method are listed as well as descriptions of how the instructor needs to prepare for each method's use.

| Lecture | | |
|---|---|--|
| Advantages | Disadvantages | Preparation |
| Factual material is presented in a direct, logical manner. May provide experiences that inspire. Useful for large groups. | Audience is often passive. Learning is difficult to gauge. Communication is one-way. Proficient oral skills are necessary. | There should be a clear introduction and summary. Effectiveness related to time and scope of content. Is always audience specific; often includes examples, anecdotes. |

| Discussion | | |
|--|---|---|
| Advantages | Disadvantages | Preparation |
| Pools ideas and experiences from group. Effective after a presentation, film or experience that needs to be analyzed. Allows everyone to participate in an active process. | Not practical with more than 20 participants. A few participants can dominate. Some participants may not participate. Is time consuming. Can get off the track. | Requires careful planning by teacher to guide discussion. Requires question outline. |

| Lecture with Discussion | | |
|---|---|---|
| Advantages | Disadvantages | Preparation |
| Involves participants, at least after the lecture. Participants can question, clarify and challenge. Lecture can be interspersed with discussion. | Time constraints may affect discussion opportunities. Effectiveness is connected to appropriate questions and discussion; often requires teacher to "shift gears" quickly. | Teacher should be prepared to allow questions during lecture, as appropriate. Teacher should also anticipate difficult questions and prepare appropriate responses in advance. |

| Small Group Discussion | | |
|--|---|--|
| Advantages | Disadvantages | Preparation |
| Allows for participation by everyone. Participants often more comfortable in small groups. Groups can reach consensus. | Needs careful thought as to purpose of group. Groups may get side-tracked. | Need to prepare specific tasks or questions for group to answer. |

| Role Play | | |
|---|--|---|
| Advantages | Disadvantages | Preparation |
| <p>Introduces problem situation dramatically.</p> <p>Provides opportunity for participants to assume roles of others and thus appreciate another point of view.</p> <p>Allows for exploration of solutions.</p> <p>Provides opportunity to practice skills.</p> | <p>Some participants may be too self-conscious.</p> <p>Not appropriate for large groups.</p> <p>Some participants may feel threatened.</p> | <p>Teacher has to clearly define problem situation and roles.</p> <p>Teacher must give very clear instructions.</p> |

| Brainstorming | | |
|---|---|---|
| Advantages | Disadvantages | Preparation |
| <p>Listening exercise that allows creative thinking for new ideas.</p> <p>Encourages full participation because all ideas are equally recorded.</p> <p>Draws on group's knowledge and experience.</p> <p>Spirit of cooperation is created.</p> <p>One idea can spark off other ideas.</p> | <p>Can be unfocused.</p> <p>Needs to be limited to 5 - 7 minutes.</p> <p>Participants may have difficulty getting away from known reality.</p> <p>If not managed well, criticism and negative evaluation may occur.</p> <p>Value to participants depends in part on their maturity level.</p> | <p>Teacher selects issue.</p> <p>Teacher must be ready to intervene when the process is hopelessly bogged down.</p> |

| Case Studies | | |
|---|---|--|
| Advantages | Disadvantages | Preparation |
| <p>Develops analytic and problem solving skills.</p> <p>Allows for exploration of solutions for complex issues.</p> <p>Allows participants to apply new knowledge and skills.</p> | <p>Participants may not see relevance to their own situations.</p> <p>Insufficient information can lead to inappropriate results.</p> | <p>Case must be clearly defined.</p> <p>Case study must be prepared.</p> |

| Simulations | | |
|--|--|--|
| Advantages | Disadvantages | Preparation |
| <p>Participants become active participants in the learning process.</p> <p>Promotes critical and creative thinking.</p> <p>Involves interpersonal interaction.</p> | <p>Participants may not see relevance to their own situations.</p> <p>High level of abstraction or complexity.</p> | <p>Teacher must present an artificial problem or situation that represents an aspect of reality.</p> |

Development of this curriculum was funded by the Governor's Office for Substance Abuse Prevention (GOSAP), using the Governor's portion of Safe and Drug-Free Schools and Communities Act funding authorized under Title IV, Part A of the *No Child Left Behind Act of 2001*.

Materials for this curriculum are based upon information and materials from the following sources:

National Council on Crime Prevention
American Institute of Philanthropy
American Red Cross
Better Business Bureau
Charitable Choices
Electronic Privacy Information Center
Federal Emergency Management Agency
Los Angeles Police Department, Crime Prevention Unit
National Fraud Information Center
Transportation Safety Administration
Virginia Office of Consumer Affairs
Virginia TRIAD

For more information about **Protect & Respect**,
Contact the **Governor's Office for Substance Abuse Prevention** at (804) 786-9072, or
visit the Web site, at <http://www.gosap.governor.virginia.gov>

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June 2004/June2005